

Pupil premium strategy statement – St Francis RC Primary School



This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	<i>Elizabeth Harris,</i> Headteacher
Pupil premium lead	<i>Sonia Miguez Jorge,</i> Deputy headteacher
Governor	<i>Siobhan Bazley White,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 162,960.00
Recovery premium funding allocation this academic year	£ 4060.00
Pupil premium (and recovery premium) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 167,020.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and children who have no access to public funds. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that R, W and M attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap is even greater in the GD aspect.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils (including those not being able to access public funds) continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in Reading, Writing and Maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high.
6	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (including 'persistently absent') Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 TA writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant improvement on the quality of our food provision • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance of the school is 96% • the persistently absence is 12% or less

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

High Quality Teaching

Budgeted cost: **£9244.03**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic assessments (https://www.testbase.co.uk)</p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our literacy teaching and curriculum planning in line with DfE and EEF guidance. (https://literacytree.com/)</p> <p><i>We will purchase resources/books and fund ongoing teacher training and release time.</i></p>	<p>There is strong evidence base that suggests that orally rehearsing, sequencing and modelling improve the literacy outcomes of children in KS2:</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	<p>1, 2, 3, 4</p>
<p>Communication and language support for the youngest pupils, continuation of additional TAs to lead on the SALT programme, as well as other communication-based interventions, eg bucket time, box clever (staff training and allocation time are key to success)</p> <p><i>TA to carry out SALT programmes, following targets previously set by SALT</i></p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>(https://whiteroseeducation.com/)</p> <p><i>We will fund teacher and TA release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p>	<p>There is strong evidence base that suggests that building up existing knowledge, using models and images and learning strategies to solve problems, improve the maths outcomes of children in KS2:</p> <p>Maths KS2 KS3 Recommendations Poster update.pdf</p>	<p>3, 4</p>
<p>Improve the quality of PSHE and RSE learning.</p> <p>(https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/page/)</p> <p><i>PSHE/RSE and SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>There is extensive evidence associating childhood personal, social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF SEL Summary of recommendations poster.pdf</p>	<p>5</p>
<p>Improve the attendance and minimize unauthorized and persistent absenteeism.</p> <p><i>Staff CPD and launching initiatives to support attendance, including coaching and mentoring</i></p>	<p>The following document underpins strategies to improve whole school attendance and how to tackle and avoid persistent absenteeism proactively, rather than reactively:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>6</p>

Targeted academic support

Budgeted cost: **£133,136.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve fluency in maths for disadvantaged pupils. Interventions in KS1 x 2 and in KS2 x 3.</p> <p>https://whiteroseeducation.com/maths-fluency-bee)</p> <p><i>Booklets, CPD for staff and release time to carry out interventions</i></p>	<p>There is evidence that shows that in order to make the maths interventions effective, they have to be structured and implemented correctly:</p> <p>Maths KS2 KS3 Recommendations Poster update.pdf</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Keep up approach).</p> <p><i>CPD for staff and release time to carry out interventions</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Small group targeted literacy interventions in KS2 x 3 (Fresh Start-RWInc)</p> <p><i>Booklets, CPD for staff and release time to carry out interventions</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>Small group targeted intervention for ESL. Interventions to be carried out daily- Level 1-6 with 12 lessons per level.</p> <p><i>CPD for staff and release time to carry out interventions</i></p>	<p>There is research that show that interventions aimed at enhancing vocabulary (academic and/or general) through text-based activities are particularly successful:</p> <p>EAL Systematic review.pdf</p>	

Wider strategies

Budgeted cost: **£24,639.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance</p> <ul style="list-style-type: none"> ✓ Introduce more attendance rewards (e.g. class attendance leader board, school attendance raffle etc) ✓ Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT/HT ✓ Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally devise strategies to overcome related issues ✓ Attendance administrator to be tenacious in the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 96%. ✓ Half-termly tracking of all PP (SEND and CP/CIN) pupils. Raise the profile of this group through communication with teachers, leaders and governors. <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	<p>Improving attendance, the key for school leadership summary of research and case studies</p> <ul style="list-style-type: none"> • DFE case studies • EEF T&L toolkit, parent engagement 	<p>6</p>
<p>Raise future aspirations</p> <ul style="list-style-type: none"> ✓ Opportunity to take part in an additional weekly singing session in KS2 ✓ Opportunity to take part in extended music lessons in KS2 ✓ Total of partial funding of educational trips and out of hours activities (e.g. Young Voices, Sport competitions etc) 	<p>The importance of music -DfE</p> <p>ArtsEd research, music and academic performance</p> <p>Arts participation – EEF T& L toolkit</p>	<p>1,2,3,4,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: 167,020.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches, we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Fluency Bees	White Rose Maths
Fresh Start	RWInc – Ruth Miskin